

# NSA seeks Nixon impeachment; Morgan, Hearne sign statement



by Barbara Halliday

Responding to President Nixon's decision last week to end 8,000 American troops into Cambodia, the National Student Association issued a statement Friday calling for Nixon's impeachment.

As of Friday afternoon more than 80 student body presidents and campus leaders, including MWC's Executive Chairman Marilyn Morgan and Legislative Chairman Mimi Hearne had signed the statement.

The statement was released at an NSA press conference held Friday morning at the Washington Press Club. Mimi Hearne served as a member of the NSA panel being interviewed by the press. Other MWC students attending the press conference were Sue Cottingham, Campus Judicial chairman, Susi Taylor, National Affairs chairman, Mary Anne Burns, and Mary Anne Weggoner.

NSA calls the Cambodia invasion "an odious disregard of the Constitution." Citing "law and order" and taking a strict constructionist viewpoint, the NSA statement charges Nixon with engaging the U.S. in another undeclared war and unconstitutionally ordering U.S. citizens to invade a foreign country without the advice and consent of Congress. It urges students "to rally . . . and enlist the support of their campus and community to assume their constitutional responsibility to check the President's use of power."

Newsmen were concerned with what the President's decision will do to the future of the anti-war movement. NSA representatives said that although they didn't think the war movement had been dying, the recent action would cause anti-war activities to increase and probably become more violent.

It was made clear at the press conference that the student body presidents who signed the statement were acting as individuals and not as representatives of their individual schools.

Towards the end of the press conference a reporter asked if any of the NSA representatives had previously supported the President. Mimi Hearne said, "I worked for Nixon in '68 and I supported him in November, but I now feel that he has overextended his power as President."

Later, Mimi told reporters from Metro Media News, New York, that she felt that "in acting in the national interest The President should defer to what the nation wants. He is not being responsive to the people," she commented.

Later, NSA leaders met to determine how they would follow up their statement. They decided to develop the constitutionality issue and put pressure on Congress to take some kind of action. A petition to the people advocating a "vote of no confidence" for the President was suggested. Also, NSA will back up any actions taken on individual campuses.

Sue Cottingham, Susie Taylor, and Mimi Hearne from MWC attended the NSA planning session.

The BULLET asked Trish Little, former chairman of the MWC Young Republicans, to comment on the latest developments in Cambodia. She said, "I support the President completely. I wish we didn't have to send troops into Cambodia, but I realize the situation is such that we must. Nixon assures us that Cambodia action will be over in two months, and I hope that it will. I fully support the President's action."

Jo Billings, a member of the MWC Young Americans for Freedom (YAF), similarly supported the President's actions.

## NSA statement

We, the undersigned student body presidents, find the United States' invasion of Cambodia an odious disregard of the Constitution of the United States.

The same misuse of presidential power, the identical rhetoric engaged us in the futile struggle in Vietnam. Last night, President Nixon said we would be in Cambodia until we 'clean out' the 'sanctuaries' of Viet Cong. That is what we were saying six or seven years ago regarding Vietnam.

We have been told, time and time again, that the strength of our country depends on law and order. The keystone of this law is the constitution, in which the separation of powers - and the means to enforce that separation - was clearly outlined by men who feared the rise of a monarch of despot. We see the president disregarding that separation of power, disregarding the constitution of the United States.

The recent actions in Cambodia, last night's invasion, more than call into question Mr. Nixon's understanding of his role and powers as president of these United States.

In what he calls an effort to 'not be humiliated,' Mr. Nixon has engaged the United States in yet another undeclared war; he has ordered citizens of the United States to invade a foreign country; he is supporting the invasion of the kingdom of Cambodia by their historic enemies, the Vietnamese.

Mr. Nixon has done this without the advice and consent of the duly elected representatives of the troops, and the families of these troops and of the people. Mr. Nixon has widened the war, sent troops into another country without the consent of the Congress.

We must therefore call on the House of Representatives to carry out its constitutionally delegated duties and begin impeachment proceedings against Richard Milhous Nixon.

We fully support those congressmen, such as George Brown of California, who have already indicated they are considering such action.

Mr. Nixon has urged us to support the American troops. We will do this in the best way we know - we will support the troops by working and pushing and pressuring to end the war.

Opposition to the war has been called unpatriotic before - yet Mr. Nixon admitted last night that a majority of the American people support withdrawal, a stand which two years ago was condemned as unAmerican.

We plan to rally students throughout the country, urging them to enlist the support of their campus and community to urge their congressmen to take action and assume their constitutional responsibility to check the President's use of power; and put those powers, to declare war raise armies, back where the founding fathers meant them to be, in the hands of the congress elected by the people.

# THE BULLET

# Senate discusses rights, examination proposals

by Linda Cayton

Student power and student rights are issues which concerned senators at Tuesday's Senate meeting.

Senator Barbara Bingley, Chairman of the Senate committee to draw up a student bill of rights, and Campus Judicial Chairman, Sue Cottingham, presented and led discussion on the Proposed Model Code of Student Rights, Responsibilities, and Conduct.

Sue compared the proposed bill of rights with the Joint Statement of Student Freedoms which has been in effect on campus since 1968. The Joint Statement, signed by former SGA President

Patti Boise, has never been formally presented to the student body, never been subjected to a vote, and, according to Sue, has never been enforced.

In comparison, Sue explained that the proposed bill of rights is "shorter, clearer, and more specific, providing less room for mis-interpretation and insuring more protection.

National, State, and Local Affairs Chairman Susie Taylor also expressed the need for specifics and the need to enumerate student rights.

Most of the Senate discussion centered around section 31 which states that "the institution is neither arbiter or enforcer of student morals" and that "social morality on campus, not in violation of public law, is of no concern to the institution," and section 21 which states that "On campus . . . the student body, as a whole, has final authority to make all decisions affecting their personal lives . . ." In essence, sections 31 and 21 designate the right of the student to make and enforce her own social rules.

Anticipating unfavorable administrative reaction, Senator Karen Harwood questioned administrative responsibility to parents. One senator answered that slips signed by parents of



Sue Cottingham . . . bill of rights will insure "more protection."

photo by beth canrad

all incoming freshmen virtually releases the administration from any parietal responsibilities.

Anne Welch expressed concern over disapproval from taxpayers who "support us and have direct interest in our activities."

In order to emphasize the importance of the proposed bill of rights, Senator Dory Teipel made a successful motion to conduct a unified student referendum through the Senate on the bill.

In her first appearance before the Senate as President, Mimi Hearne centered her address on the issue of student power. Mimi commented that the MWC campus is only playing at democracy. "We have no power, only strength of superior numbers. We must

use it in order to succeed," she explained. Mimi emphasized that "we will cease to play democracy only if we live it."

Miss Dana Finnegan and senators joined efforts in an attempt to save the crumbling issue of self-scheduled exams. Promising not to risk this motion at a May faculty meeting, without a workable plan and enough answers, Miss Finnegan attempted to work out problems with students.

Anticipating faculty disapproval of a central exam center with volunteer faculty or student distributors, senators proposed alternative plans. One senator suggested distribution of exams through separate departments where professors and depart-

mental aides would be responsible for the distribution. Senator JoAnne Sinsheimer suggested retention of the standard exam schedule with the provision that students of multiple-section courses be allowed to take an exam with any section taught by the professor.

Due to much student interest in self scheduling of exams, Miss Finnegan formed a committee of senators to further discuss various suggestions.

SA President Marilyn Morgan presented a motion to amend the Constitution to authorize the reinstatement of Senator-at-Large to Exec Cabinet. This motion will be discussed at a later Senate meeting.



photo by beth canrad

Mimi Hearne

## Barbour urges drug prevention

by Ann Moran

Al Barbour's presence before a large audience in G. W. Auditorium last Tuesday night revealed the key to his own ideas on the best means of stopping drug addiction.

"Treatment, arrestment, and rehabilitation . . . forget it," Mr. Barber said. "We've poured billions of dollars into programs but only a few, damn few, have benefited from it. You say we have to help them; they're sick. No, that's not the way to do it, and it only gets worse because we're going about it the wrong way."

Barbour emphasized that only 1 1/2 of 1 per cent of those who undergo some kind of treatment or rehabilitation program are able to walk out without being arrested again.

Instead, Barbour feels, our money and efforts ought to go into prevention and education on drugs. "All depends on the individual; you have to want to be a human being more than a junkie," said Barbour.

Barbour also feels that a descriptive account of his own life as a pusher and addict will go a long way in convincing someone that a life dependent on drugs is a less than human way to live.

Barbour said that he stopped taking drugs and pushing them "because of the cost . . . not money, that's not the cost I'm talking about. The cost I mean is stabbing someone with a six-inch blade and laughing while he cringes over holding his stomach while his guts run out; it's seeing a man prostitute and his ten-year old daughter; or a woman selling her baby: to get 24 hours worth of heroin."

"And my eyes," he added, "I rotted my own eyes out. I've had

four wives and eight children and now I have no one."

Barbour added another reason why he thinks that if people knew the real cost of the drug habit more effort would be given to prevention rather than treatment: the average life of an addict is only five and a half to six years. "They're killed, they die from bad junk, die from an overdose, commit suicide from an overdose . . .," Barbour explained.

Summing up his reflections on the life of an addict and pusher, Barbour said, "I may be an idol to some people; sure I made a lot of money, I had more money in my hand at any one time than most of you will ever see in your lifetime. Some of it was good, but on the whole it was 25 years of unadulterated hell."

After describing the life he led as an addict and pusher, Barbour encouraged questions from the audience, and had three specialists with him to help answer the questions. Mr. Robert Brooks, a Fredericksburg pharmacist; Dr. John C. MacKnight, a doctor in the Fredericksburg area; and Miss Jones, Instructor of Sociology at MWC.

In answering the questions put to them by the audience, Barbour and the panel cleared up several misunderstandings and little-known facts about certain drugs and their effects.

When asked if he favored making legal the possession of marijuana, Barbour answered, "We need every weapon we can lay our hands on to fight drug addiction. If legalization was a weapon, I would use it. And it is a weapon; it would take them (users) away from the most dangerous thing: pushers. It would take their

source away from them. He feels that, by legalizing marijuana, the pushers' market, and then the pushers themselves, would dry up. "Most people, when they try grass for the first time, don't like it and wouldn't go to the pushers (if they weren't there)," he said.

Barbour emphasized that the sale of drugs is the pusher's lifeline and that "they'll sell you anything." He explained, "Pushers never sell anything uncut. About one to five per cent of a cap is heroin or cocaine, the rest is garbage. According to him, one of the greatest dangers is the greater freedom the pushers are taking with selecting the "lace." "Every day it gets worse; they'll cut it with anything. They're liable to cut it with strychnine and you wouldn't know it," he commented.

Early in his discussion, Barber identified himself as an "addictive personality," which he then defined as a person "very easily hooked on any mood-changing drug."

When a student later asked Barbour to elaborate on the "addictive personality," he said, "I had my first experience with drugs when I was 22, with heroin, and I was hooked immediately."

Barbour admitted that his case was not the usual, that most people only gradually build up their need to the point of dependency. Dr. MacKnight added, "There are actually chemical changes in the nerve cells. Some people are more prone to this than others. I would call it an addictive 'physiology' rather than 'personality', but it is probably both."

Another student raised the question of the relationship of

see BARBOUR, page 8

## news in Brief

**The MWC Band and Marine Corps Band of Quantica** will give a joint concert on **Monday, May 4** in GW auditorium at 8 p.m. Admission is free.

The Oriental Club invites all interested students to a lecture and demonstration of **Hatha Yoga** by **Yogin Edie Coulson** of Fairfax County, Virginia. Dress comfortably for practice in exercises. This event will take place **Monday, 3 p.m.** in ACL ballroom.

**William Kunstler** and **Jerry Rubin** will speak at **University Hall** in **Charlottesville** on **Wednesday, May 6**. Tickets are available from the BULLET office at from **Susie Taylor** for \$1.

**MWC Lacrosse: All-college tournament** on **May 8-9** at **Westhampton College**.

The campus movie will be **"Billy Budd," Saturday, May 9**, at 8 p.m. in GW auditorium.

"Expose Exploitation," written and directed by former Fredericksburg school board member **Clarence Todd**, will be offered at **Walker Grant Middle School, May 8-9** at 8 p.m. Tickets will be on sale at the door for \$2.

The **MWC Dance company** will present a dance program on **May 7 and 14** at 7 p.m. and on **May 13** at 2:30 p.m. in **Gooldrick dance studios**. The program will consist of **Doris Humphrey's water study** reconstructed by the **Labanotation Class**, **Ballet-Modern Dance** demonstration and original dances by **Kate Fisher, Joyce Wheeler, and Diane**

**Grey, Mrs. Joyce Gardner** and **Miss Sonja Dragomanovic** will co-direct the presentation.

Newly elected members of the **Campus Review Court** are rising seniors **Genie Hamilton** and **Genie Mitchell**, rising juniors **Karen Harwood** and **Kathi Sullivan**, and rising sophomores **Cathy Alexander**. **Barbara Halliday** and **Rita Bissel** were elected to the **Publications Board**.

**Results of Freshman Class elections:**

President: **Happy Andersen**  
Vice President: **Pam Schuelke**  
Treasurer: **Trise Bowles**  
Secretary: **Vikki Turner**  
Historian: **Donna Salzer**  
Publicity: **Bunkie Carter**  
Honor Representatives: **Astri Bailey** and **Barb Barnes**

The **Annual Student Art Exhibition** will be held in the **d'Pont Galleries** on campus from **Monday, May 4**, through **Sunday, June 7**, from 9 a.m. to 5 p.m.

The controversial film about workers, **Salt of the Earth**, will be shown **Friday, May 8** at 8 p.m. in **Combs Hall, room 100**. In the words of a Canadian Broadcasting Company review: "Salt of the Earth is an American movie about workers, which fact alone makes it unusual. The idea that workers are people, and have conflicts and problems worthy of attention, has never impeded the American film industry . . ." There will be no admission charge at the showing, but contributions are needed.

# All-College Day termed 'successful'

by Linda Cayton

Members of all three sections of the academic community expressed great pleasure in the "overwhelming success" of last week's All-College Day and great interest in the future of proposals presented by the ad hoc committee on degree requirements, reform of the college calendar, student loads, and methods of instruction.

Students, faculty members, and members of the administration exchanged viewpoints and suggestions in day-long discussion groups. Group leaders surveyed student opinion through straw ballots. These votes provided faculty members with a forum of student opinion and student feedback, insuring an intelligent, well-informed vote on proposed plans at subsequent faculty meetings.

All-College Day activities ended in an open general meeting in GW auditorium where group leaders presented questions and new suggestions on the proposed academic revisions. The greatest area of disagreement was the issue of a revised grading system which would make use of the divisions of Honors, Satisfactory, and Unsatisfactory.

Opposition to the proposed grading system, led by many faculty members, stemmed from

the problem of definite letter grades required by employees and graduate schools. Also, many students felt that the H-S-U system would destroy incentive. Others were of the opinion that such a system would take unnecessary emphasis off the "grade for a grade's sake" attitude and encourage a more intellectual atmosphere.

Ad hoc committee member Marilyn Preble, commented that one of the overriding factors of All-College Day, was the apparent dissatisfaction with present academic policies expressed by students through their suggestions, approval of change, and overwhelming turnout. "I was tremendously impressed, stated Marilyn, "due to the maturity of student comments, their awareness of education, and their refusal to be legislated to."

SA Legislative Chairman Mimi Hearne also termed All-College Day a success "from the standpoint of getting feedback from the college community and from the standpoint of showing how much students are concerned with their education and with desiring to participate in the decisions affecting that education."

Academic Affairs Chairman Diane Mowrey commented that although a success, All-College



photo by beth conrad

Chancellor Grellet C. Simpson leading all-college day afternoon meeting.

Day was too long in coming and that more students should have been asked to participate from the first. The success of

the day, according to Diane, constituted a vote of confidence in all segments of the academic community.

Administrators also lauded the "open-mindedness of students" and praised the "valuable comments of all concerned."



photo by thomas mann



photo by mary weaver mann  
courtesy of free lance-star



photo by beth conrad

Dr. George Van Sant, member of the ad hoc committee.

Upper left: a group discussion.  
Lower left: Opening meeting in GW.



## College Day: "too late"

Dear Editor:

Although I am very much in favor of programs such as the All-College Day in theory, last Wednesday's meetings left quite a lot to be desired. The most obvious objection is the time element — the All-College Day was at least six months late. Even though no decisions have been made as yet by the faculty, the proposals have been made, and the number of faculty meetings remaining in the year (2) would seem to preclude the introduction of any other plans. Because of the time element, one is put in the position of either accepting the proposals, or risking the formation of a second Ad Hoc Committee which will spend one more year in deliberation.

A second weakness was the lack of knowledge of the college community about the report prior to All-College Day. In the opening session we were told that we might remember having read something about an Ad Hoc Committee in the BULLET last September, and that here we were to discuss the results. No effort was made to inform the community of the committee's progress between September and now. With only a few days' notice, the college was expected to read, digest, and express an opinion upon a proposal which had been a closely-guarded secret up to that time.

The groups were singularly ill-informed, as the closing session showed. How can a group which objected to the composition competency requirement because they didn't want a biology teacher telling them how to write — a possibility that the reports proposal specifically excludes — have their vote considered valid? The extent to which misinforma-

tion was widespread was demonstrated by the chairman of the Ad Hoc Committee's comment about "the independent study session" of 4-1-4. Once and for all, Mary Washington: 4-1-4's intersession, in every school with which I am familiar, does not mean only independent study. That is merely one of the options; others include experimental courses, reading courses, courses offered in the regular session, or no courses at all. The afternoon meeting in GW was an airing of everyone's misconceptions, rather than a sharing of views.

I have a third objection, and that is to the Report itself. It is inconceivable to me how a committee which included some of the brightest and most creative people of the college community could spend nearly a year of hard work and come up with something so completely devoid of imagination. Every proposal in the Report is, as are most compromises, well-thought-out and very workable. The only objection that one could have is that the Committee seems not to have realized that a college has the responsibility of stimulating and challenging its population. There is no challenge in the Committee's program. Both calendar plans allow for change but do not insure it — the decisions to offer 4½ or 5 week experimental courses have been left entirely to the individual departments. I, for one, do not trust the discretion of the individual departments.

If the calendar proposals do not legislate change, neither do the degree requirement ones. Although the Committee has eliminated quite a few required hours, it has not changed the freshman year at all. The proposed degree requirements are still distributive education — that is, education in line with the theory

that one course in political science has exposed one to the discipline of the social sciences, thereby insuring that one has received a liberal arts education. In my judgement, this theory is fallacious. The fact that the Committee's only mention of general education was a proposal to set up another Ad Hoc Committee to examine the possibility of general education courses is indicative of the failure of the Committee to deal with the problem in depth.

The degree requirements which were proposed provide a guide for those students who have not yet decided where they're going academically, and indirectly could have the effect of freeing professors from teaching some freshman courses, thus enabling them to offer more advanced courses. I do not think that they will add anything to the total educational experience. Rethink your freshman year in light of the new proposals. What

would have been changed?

In conclusion, although I think that All-College Day was valuable in the area of student-faculty relationships, an exchange of ideas is not enough. Although it is very nice to be asked to be feedback, this means nothing unless the feedback can also actively determine policy. Granting a voice without a vote is politically foolish — it can only cause frustration and consequent indifference.

Alex Tomalonis '70



## A rainbow of grades

Editor's note: The Honors-Satisfactory-Unsatisfactory grading system was a widely discussed topic at Wednesday's all-college day sessions. The BULLET supports the ad hoc committee's HSU proposal and has asked Mr. Dervin to present the opposing viewpoint.

by Daniel Dervin

The question of grades and grading systems is so strongly charged that at the outset one must distinguish between feelings and viewpoints and between viewpoints and reasoned conclusions. At one time or other everybody has been graded, and hardly anybody has liked it. Grade eggs if you must, but leave people out — a definite, and in its way, a valid feeling. Grades are unfair because ultimately they are de-

cided by someone's subjective mind ("whim" has been used) — a viewpoint; and doubtless there's something to say for it (as you can see I'm not uptight about this thing; consider me a good egg if not Grade A). But to continue, grades being subjective, they really become biased, punitive, vengeful — so the argument runs; or inadequate, arbitrary, repressive, extraneous, conducive to unhealthy competition, etc.

Now all this to a greater or lesser degree may be true; I don't know. I have often heard it asserted but so far have not seen hard evidence supporting it. And while farmers have not had to justify grading eggs, I would like to offer some reasons for grading, not students, but their performance in limited and relatively controlled situations. I am aware that grades are firmly supported by registrars, by graduate schools, and prospective employers. In the relevance of these considerations I have no interest at the moment. My concerns are with the student (grader) and instructor (grader). I am also aware that in some departments (e.g., Drama, Religion, Art, American Studies, etc.) and in some upper-division courses my arguments will not hold, and therefore I am quite open to a dual grading system.

Briefly, here is the case from my point of view as an instructor. I will grant that human nature is infinitely variable and inherently as dazzling as a rainbow. But, like a rainbow, certain marked colors stand out. And within certain learning situations, there are levels of functioning just as there are degrees of brightness or intensity that can be measured. I would only ask that I be supplied with as fine and many-keyed instruments as possible rather than a blunt one to carry out this measurement. HSU gives me three reference points (green and blue and violet merge); ABCDF gives me five; and I would like to improve my instrument to a greater degree (light blue, dark green) with pluses and minuses. That is the instructor's argument: do not blend, blur, or blunt me before the fact. I cannot promise to be objective (not being a machine), but I can and should be professional and fair; and if there is a fault in subjective bias, it is in me that it must be corrected and not in the system. Don't be-

lieve for a minute that HSU is a protection against what has demeaningly been called "the human factor," any more than HSU will abolish the grade-grubber. Rather no grades than HSU: turn the groves of academe into a hippie grazing pasture—groovy but not graded.

But the case from the students' point of view is much stronger than from mine. A student in college is going through an exceedingly important experience in which her ability, the efforts of her mind, her academic work in a given field are displayed and presented before someone highly trained and experienced in that field. She deserves the clearest, most exacting feedback possible (feedback, give-and-take, etc., are unescapable in this world, and better now under positive and specific conditions than later on under much more arbitrary and chaotic ones). This she deserves. It is probably her most significant right as a student, after academic freedom. She should be willing to fight for it and make it work if it is now inoperative. You have a right to know where you stand, and if you're told you're Satisfactory, forget it. "What did you do?" "I spent four years at MWC as a Satisfactory student." "Congratulations, go sit on the Supreme Court; what this country needs is more mediocrity." But we don't; really. And instructors should discourage loose generalizations, not indulge in them.

Finally, the academic community is unique. It is not a family where ideally one is always lovingly accepted; it is not a Capitalist society of profit-making and cut-throat competition; it is not utopia; not a democracy (vote for grades?); it is not a microcosm of society-at-large which, apart from being mainly a mess, is many different things: a hierarchy of wealth, an arena of power drives, a ratrace, a jungle, etc. I cannot here define an academic community, but we must not impose other patterns on it. It should at least be a place where the rainbow of your ability (and perhaps mine) stands out and is fairly and accurately reflected. So, radiate.

In presenting my reasons for supporting grades, I have not intended to close off discussion on a many-faceted issue, but rather to open debate on it. The ball is in your court.

## exasperations

### The domino game

by yuri mccarthy

As I filled out my student political poll, I reflected on my original choice of and hopes for Nixon. Surely he wouldn't follow LBJ's political suicide by prolonging the Vietnam War. Surely Nixon would save us all by withdrawing the troops. As it turns out here on May 1 Nixon is expanding the ten-year's war into Cambodia.

First it was advisors and medical aid, then "a few" troops, which is a diplomatic lie for "many more." If on May 1 there are 9000 troops going, you can bet your little brother that there are a lot more that we aren't told about. It's a good thing that Russia isn't "helping" Southeast Asian countries — for that certainly would indicate Communist infiltration and aggression. Luckily, it's just the good old U.S.A., doing its Boy Scout deeds to save the world, no doubt making it safe for democracy.

The front page of the Wash-

ington Post contains a headline in which "Eban Asks World to Censure Soviet Mideast 'intervention.'" It's about time someone said something in regard to U.S. world-wide intervention. Who are we that we get special privileges to invade any country to "clean out" areas?

If the Vietnam war was unpopular, surely an expansion won't command an ovation. But let us not forget the BIG LIE: if it worked for Adolph, it can work for Dick; after all, he's a smart man.

Cambodia is a threat because we're still fooling around in Viet Nam. So we're going to smash the threat. But China is a threat, too; and Russia also. What do we do about them? Already France, Britain, Russia, Indonesia, South Korea, and Australia have voiced disapproval of our new involvement in Cambodia. But Nixon knows best.

I'm so proud of my country's making war, bombing, beating, and killing. My country, right or

wrong (but it's always right!). I'm so proud of my country getting into almost every other country — I'm proud of my taxes that go to annihilate villages so they can have a democratic government. God, how disgusting. I have no pride in our government, for it doesn't even represent the people anymore. Someday someone is going to stop U.S. intervention, and the American people who have let the government do as it pleases will bear the brunt. Someone stopped Hitler, and after his death the Germans paid for his actions. This will be our fate if we don't restrain the government. People are scared of Communism becoming so powerful that it will eventually take over the U.S. The way things are going we may not even get the chance to live under a totalitarian Communist government; there will probably be nothing left on this continent to govern. Better dead than Red. Hurrah.

## People pollution: college problem

by robin darling

All the facts and figures on people-population — the over-crowding of the earth that will, eventually, lead to wide-spread starvation — were released on Earth Day. Like all the statistics, their implications are horrifying. However, population control is one environmental factor that every person can influence.

How to implement zero population growth? The perfect answer is obvious: cease procreation. The disadvantages incurred by this solution are obvious. Added to its unpleasantness, it is the most difficult to enforce. The next step is birth control, which also requires some forethought and self-discipline, neither of which college students are particularly noted for.

Pregnancy scares are nothing new to college students. On several campuses, there is now more hope for those students who wish to extricate themselves less painfully from this painful situation.

The DIAMONDBACK of March 2 carries an account of a coed,

called simply "Suzy," who operates in the D.C. area. She has initiated an abortion-counseling service of her own at the University of Maryland, George Washington, American U, and Montgomery (County) Junior College. She is a member of Zero Population Growth at Maryland, and has the support of that organization.

On the Maryland campus, Suzy has posted her name and number for those coeds who think they might need her services. When students call her, she counsels them on all possible options in case of their pregnancy, including adoption of the child.

Suzy sends the girl to a clinic — the Planned Parenthood Center — in Silver Spring, Md. If she is found to be pregnant and is determined to procure an abortion, there are various area physicians who are willing to cooperate. With a note from him that she is either physically or mentally incapable of having a child, she can obtain a "therapeutic" abortion, usually from a

Washington or Baltimore hospital. With Suzy's help, 15 girls had safe, legal abortions during the month of February.

Virginia Tech has gone one step further. Early in April, the Senate appropriated \$6,000 in the 1970-71 budget for a birth control clinic, attached to the infirmary, which would serve all students on campus. The clinic would be free of charge, according to the COLLEGIATE TIMES, and has been quite successful at other campuses.

If the budget is approved, all administrations can take an example from Tech. If a college's main purpose is the service of its students — physically as well as academically — it should place birth control high on its list of medical services. No college, especially with liberalized dormitory rules, can still just say "don't" to its students. Rather than a \$350-\$600 abortion, free preventive methods are simpler, and in the long run, an investment in the academic future of the student.

## Editorials

### A time to say 'no'!

The people of the United States every four years give a man the power of the presidency; and so, if it becomes necessary, they must also be responsible for taking that power away.

The decisions made by Richard Nixon last week concerning the widening of the scope of the Vietnam war to include Cambodia have shown that he has become unresponsive to the needs and the wishes of the people.

Naturally students are calling for Nixon's impeachment. Students who marched in November's moratorium, students who campaigned for Eugene McCarthy in 1968, students who face the possibility of death in a war in which they do not believe — these citizens are not to be satisfied by some warmed up rhetoric and a plea for unity. Nixon insists, "we will not be humiliated." We already have been humiliated, and our humiliation grows each day we continue to kill in Southeast Asia.

Impeachment is a strong term. It is being used as a symbol to call people to action. In November we asked to be heard and we remained unheard. We must now demand it by using any means that will work.

A great responsibility challenges us; we must force the government to be responsive to those it represents. We must not fail to face up to that responsibility. Our futures are at stake, and we must act now. We must say "no" to Richard Nixon, before it is too late to say anything.

## feedback continued

### Alumna urges population concern

To the Editor:

There is a problem in the world about which I am deeply concerned and to which I would like to alert the students of MWC. This is the problem of over-population.

In 30 years the population of the world will have doubled if the present growth continues. Think what this will mean to you and your children in terms of pollution, crime, urban decay, and the general quality of living. Population experts agree that it is even now too late to avert massive famines in the world.

This problem lies directly in the hands (and wombs) of the current generation of women. This country can only be saved from the problems of over-population by you. The most effective way to deal with this problem is by deciding to have no more than one child. If you want more, adopt them, or become a foster parent.

If you want to do more, I would suggest reading *The Population Bomb*, by Dr. Paul R. Erlich, published by Ballantine Books. Then, write to your legislative representatives. Talk to your friends. Campaign for abortion law repeal. Support research for safer, more effective means of

birth control and their availability to all who want them.

This country and the world need your dedication and determination to survive.

Very sincerely,  
Rebecca Fletcher Clare '65

### Food quality needs improvement

Yuri McCarthy's article, "A Real Bite," expressed sentiments which have circulated among many students on this campus in regard to the food served at the dining hall. I realize that institutional food is often bland simply because cooking en masse is difficult and everyone's tastes are different. The selection of food which we have is not terribly offensive to me, either. However, I think the quality of food, the manner in which it is prepared, and the way in which it is served is often times below an average sanitary level. Dirty dishes and dirty silverware are dangerous breeders of bacteria and disease. I suggest that the dishwashers need to be inspected by the Department of Health, and the situation definitely requires the attention of all students eating at Seacobeck. Concurrent with this remark, I think the quality of the food needs to be evaluated. When green meat is served (as has occurred several times this

year), there is obviously a laxity in supervising the preparation of the food and in disposing of food no longer suitable for eating. To prevent the unbalanced menu of too many starches and to insure that the proper nutrients for a well-balanced diet have been included in the food served, I suggest that the employment of a dietitian is a necessary, mandatory measure of action. I strongly urge action, either through the Senate or independent bodies of students, to rectify this dangerous as well as offensive situation.

Dale Eberwein, '72

### Student praises quality of food

Dear Editor:

I would like to disagree with Yuri McCarthy's article in the April 27th edition of the BULLET. She stated that "all in all the food here is lousy, the variety almost non-existent." If any student took the time to make a list of all the kinds of meat she receives at home, and all of the kinds she receives here, I will assure her that the list for here would be much longer. How many girls get bread and dessert with every meal at home? For breakfast we always get cereal, fruit, and orange juice; and then, depending upon the menu, we get scrambled eggs, hard boiled eggs, toast, pastries, sausage, bacon, and ham. At Seacobeck, food is prepared for 2,000 girls. Preparing for that many is not an easy job. Also remember that one can not tell the day of the week by the menu at the dining hall, which is not a true statement at many other colleges. In closing I want to say that I enjoy the variety and quality of the meals served here.

Sincerely,  
Carol Bowie, '73

## The First of Many

Nicely sidestepping student demonstrations and protests, MWC staged all-college day on Wednesday to give its students a chance to participate in the decision-making processes of the school. The day was, according to nearly everyone who participated, a great success. All three segments of the academic community should be commended for making it so.

However, as Mr. VanSant said at the opening assembly on Wednesday, the entire academic community owes the greatest debt of gratitude to all the members of the faculty-student-administration ad hoc committee responsible for drawing up the proposals which were the bases for Wednesday's discussions. Countless hours of researching and meetings preceded the presentation of those proposals which will so greatly affect the future of the college. The BULLET salutes all twenty committee members for the outstanding service they have performed.

The school still feels the excitement generated by Wednesday's program. We hope it was only the first in a long series and that the challenges it presented to all of us will be met.

## THE BULLET

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# FORUM

# Singh edits 'Studies in black literature'



photo by becky smith

Raman K. Singh discusses his new magazine, *STUDIES IN BLACK LITERATURE*.

by Robin Darling

Chinua Achebe and Leroy Jones, black authors, are generally well-known, if only as prominent names in contemporary literature. Articles on both of these, and other less familiar black authors, appear in a very new publication, *STUDIES IN BLACK LITERATURE*. The journal also reviews a new black play, the comic strip *Luther*, an autobiography, and a recent sociological study, *Black America*.

The new magazine, published at Mary Washington, is unique. It is the only regular scholarly magazine in the country which is devoted entirely to the literature of the black people. It contains material written by Caribbeans, Africans, and Afro-Americans.

Raman K. Singh, an instructor

in the English Department here, edits *STUDIES IN BLACK LITERATURE*; the first issue was published early this spring, and the magazine is scheduled to be published three times yearly. Nine other professors from other U.S. colleges and universities are advisory editors, including Daniel Dervin, a member of the English department here.

Supplementing the journal's articles on black literature, which are reprints of articles by leading scholars in the field, is a "Bibliography of Negritude." The comprehensive bibliography lists books and articles from the sixties concerning black literature.

Chancellor Simpson, when questioned, had not yet read the journal. However, he indicated that he commended and supported the effort which went into the pub-

lication of *STUDIES IN BLACK LITERATURE*. He felt that, although it is published at a nearly all-white school, the journal has great literary worth. The origin, he said, is irrelevant, and has no bearing on the scholarly nature of the work.

Despite its contemporary nature, the new journal may be short-lived. It has had publicity in several other collegiate reviews, and is the only scholarly magazine ever initiated and published on campus, but has received inadequate funding. Subscriptions alone will not bear the full burden of the costs of *STUDIES IN BLACK LITERATURE*. Mr. Singh has predicted. Unless it receives more tangible support from the administration, it will become impossible to maintain.

## escape hatch

### Low prices for early frump

by paddy link

Many people have wondered who The Wear House's "famous name" makers are. Well, most of the stock is Villager and John Meyer circa 1965-67. This is immediately discernable when a skirt is donned, and the hemline descends to the knee or points further south.

However, like other discount outlets, if one looks hard enough, something decent may turn up. There were a couple of outfits at The Wear House that are currently on sale at standard stores at standard prices. Naturally the price at the Wear House is more appealing. But these are exceptions. Most of the clothes are definitely Earl Frump.

It is fun, in a sadistic way, to go to one of these discount

outlets. The dress that was a designing freak on 7th Avenue usually finds itself on the racks of a discount house. One girl found a clingy, nylon shirt-dress in a good-looking shade of red. Everyone in the communal dressing room seemed to like it, too, until the girl put it on. The waistline did not seem to know whether it was empire or at the waist. It was not just the girl's waist, either. She gave it the maximum opportunity to fit by being shortwaisted. Everyone was rather amused about the dress, except the girl, who had such high hopes of making a fabulous find.

The Wear House does take personal checks. They have an amazing little device to catch

the bad check writer. Adequate identification is necessary. In one case, "adequate" was an out-of-state driver's license, social security card, and college I.D. After these were extracted, they were placed on a photostat machine, along with the check. While a photostat is taken of the check, etc., the purchaser must stand in front of the machine and have her picture taken. The saleswoman had the nerve to say "Smile!"

Not everyone has the same tastes, obviously. The Wear House is no different from other discount outlets. Perseverance brings rewards. The saleswoman claims they get a new shipment every week, so perhaps there's still hope.



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# Evaluations expected before June

by Jane Touzalin

YET is back — with a revised format, increased course coverage, and more emphasis on upper-level subjects.

MWC's independently-published course evaluation book is now three years old. Kathy Schroeher ("Shred"), this year's editor of YET, has instituted changes which she feels will switch the traditional focus from freshman and sophomore subjects to 300 and 400-level courses. Departmental evaluations have been eliminated entirely to make room for an estimated 30 extra course evaluations, an increase of ap-

proximately 10 per cent over last year.

Other revisions have affected the basic format of the book itself. Instead of each professor's receiving one "grade" reflecting his overall performance in the course, each course evaluation is now headed by eight "grades," tabulated on a numerical scale from one to five, measuring specific qualities of both the professor and the course itself. A paragraph of general evaluation follows. In addition, a partial syllabus of the required reading is included for some courses, specifically those in the English department.

Another change from previous YET procedure is the method by which courses for which little information has been received were handled. In the past, individual interviews with students had been used to provide enough basis for a valid evaluation. "This year," Shred said, "if I didn't think enough polls for a course had been returned, an evaluation was not printed."

The process of preparing and assembling YET is a long one, entailing about eight months of work. The first step is the writing up of the poll which is to be used for the evaluations. This year's poll was a slightly revised and shorter version of last year's. "I'm still not satisfied with it," Kathy noted. For next year's YET, she and Carol Miley, the next YET editor, are planning on shortening the poll and basing it more along the lines of a poll recently put out by the American Association of University Professors.

The completed polls are next distributed to half of the student body in October, when second-semester courses from the previous year are evaluated, and again in February to the remaining students, who evaluate their first-semester courses from the previous semester. Polls for next year's book may be given out late this spring; Carol feels that a student's memories of a course will naturally not be as vivid by next October as they will be while she is still in the class.

After the polls are collected, they are divided into courses and sections and the results are averaged. Write-ups are done for each course, and the editorial and graphics are planned and added. A final copy, which will go to the printer, is then typed up — "the hardest part," Shred feels — and the finished pages are finally collated and stapled to form the finished book.

At this time, YET is being printed and should be entirely finished sometime before the end of the month. In order to sell the book on campus, permission must first be gained from Mrs. Holloway. Shred anticipates no problems either in obtaining permission or in selling every copy: "This year we have a limited supply of 500 copies, compared to the 600 which were sold last

## "Threepenny Opera"



photo by beth conrad

Lloyd Busch, as Mr. Peachum, sings one of the many musical selections from Bertolt Brecht's "Threepenny Opera" as Dr. Early and other members of the cast look on. The Department of Dramatic Arts and Speech will present performances of this large production Wednesday, May 6 through Saturday, May 9 at 8:30 p.m. in duPont Theatre. Tickets may be reserved at the box office.

year." The book will hopefully be available before the end of the school year at \$1.50 per copy.

"I've had a great deal of cooperation from everyone," Shred observed. Working with her was a staff of about 25 students with varying jobs to perform. Many professors were also helpful: "In some cases they would let me use course evaluations which they had handed out and collected from their classes."

"Unlike last year's YET, which

was really oriented toward the freshmen, I think the upperclassmen will really find something in this one simply because of the emphasis placed on upper-division courses. So the book is geared toward more people; no one has been ignored. \$1.50 is not a lot when it comes to picking courses, selecting professors, and planning next year in general," she stated. "There's no need now for the hit-or-miss method; YET takes care of everything but registration."



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# Al Barbour

from BARBOUR, page 2

deformities in babies to drug-using parents. It was asked which parent would be responsible, through drug use, for deformities. Barbour explained that, in the case of narcotics, if the mother used drugs deformities

might result from this use, but that the father's drug use would not cause deformities in a child.

With LSD, Dr. MacKnight pointed out, the father as well as the mother increase the chances of deformities occurring in the child.

Barbour's last audience-prompted discussion was on hepatitis. "It's an epidemic among users," he said. "Hepatitis is a virile disease of the liver, gotten through needles. What happens is a user will borrow someone else's needle and by popping

or mainlining he contracts the disease."

After two hours of discussion, questions from the audience had to be ended. Following the presentation, however, Barbour talked individually with students who wished to speak with him.

Barbour emphasized that if any student ever needed to speak with him concerning a drug question or problem, his telephone number could be obtained from Miss Jones of the Sociology Department.

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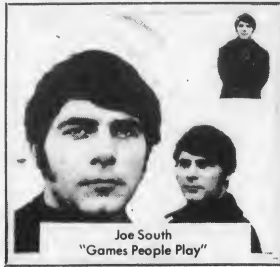
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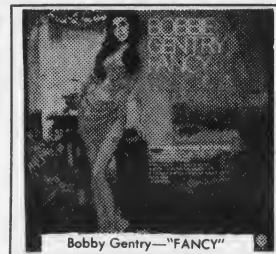
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